

Annual Report

February 2005

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut



Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education 2005

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EXECUTIVE SUMMARY

Representative parity of minority groups at public colleges and universities is a longstanding goal of the Board of Governors for Higher Education, as first outlined in its 1983 Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education. The minority groups defined by the plan are: Hispanic/Latino, African American, Asian American and Native American - listed in order of their current proportional presence in the state's population. Subsequently, the Board's Strategic Plan was enacted by the state legislature, which since 1986 provides the Board with an annual allocation to promote achievement of the plan's diversity goals. Although the plan mandates no numeric goals, it holds campuses to the ideal that the racial and ethnic make-up of their students, graduates and staff should reflect the diversity of the state's citizenry.

Since enactment of the Strategic Plan, Connecticut's public colleges and universities have become more racially and ethnically diverse and 2004 continues a trend of year-to-year incremental progress. The overall numbers and proportions of minority group members among enrolled students and graduates at the undergraduate level reached record levels.

The overall trends:

- ã In fall 2004, minorities numbered 22,779 or 24.3 percent of all undergraduate students enrolled in the state's public institutions of higher education, exceeding their presence in the state's population for the seventh consecutive year. According to the latest Census Bureau report, these groups comprise 20.7 percent of the state's population. From fall 1984 to fall 2004, the number of minority students enrolled in the public institutions grew from 8,824 by 158 percent – a factor of 2.58. The average annual growth rate in the enrollment of underrepresented minority students at the undergraduate level in Connecticut's public higher education in the span from 1984 to 2004 has been 4.9 percent. From fall 2003 to fall 2004, there was a 3.9 percent increase.
- ã During the 2003-04 academic year, minority students received 2,167 or 18.5 percent of all undergraduate degrees (associate and bachelor's degrees) conferred by the state's public colleges and universities. From the 1984-85 academic year to the 2003-04 academic year, the number of minority students receiving undergraduate degrees at the public institutions increased from 737 by 194 percent – a factor of 2.94. The average annual increase is nearly 5.9 percent. From the 2002-03 academic year to the 2003-04 academic year, there was a 13.0 percent increase in the number of minority degree recipients.
- ã Among the full-time professionals employed by the state's public institutions of higher education, 1,289 or 16.2 percent were minority group members at the end of 2004. The professional workforce consists of those individuals employed as administrators/officials, faculty or professional staff members. From 1983 to 2004, the number of minorities employed as professionals in the public institutions grew from 440 by 193 percent – a factor of 2.93. The average annual increase has been more than 5.2 percent. From 2003 to 2004, there was a 1.1 percent decrease in the number of minority professionals, despite a slight increase of 1.7 percent in the total size of the professional workforce at the state's public colleges and universities during 2004.

Despite impressive growth over the course of the past 21 years, disproportional levels of achievement in minority enrollment, graduation and employment persist. Persistent areas of racial/ethnic disparity in Connecticut's public higher education include the following:

- ã Hispanic/Latino is the only minority group whose overall undergraduate enrollment level has not reached its proportion of the state's population.
- ã Hispanic/Latino and African American students are overrepresented in their enrollment at community colleges and underrepresented at universities.
- ã Disproportionate numbers of Hispanic/Latino and African American students who enroll in college fail to attain an undergraduate degree.
- ã The employment of Hispanic/Latinos within each of the professional occupational categories has not reached levels of at least one-half of their population percentage.

These and similar consequences are the direct result of educational achievement gaps experienced by Hispanic/Latino and African Americans in comparison to whites. These gaps are apparent at the pre-school level and widen during each subsequent year. The Board of Governors has long recognized that equal individual outcomes cannot be assured but it has held that equal access to opportunities to learn must be achieved if the state is to meet its challenge. The Board further believes that in order to advance greater equality of opportunities to learn systemic reform must take place at each level of the educational process.

This report summarizes the activities and progress achieved in 2004 to ensure that Connecticut's public colleges and universities are representative of the state's racial and ethnic diversity.

BACKGROUND OF THE STRATEGIC PLAN

Creation of a Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education was among the original statutory mandates assigned to the Board of Governors of Higher Education by its 1982 enabling legislation. As stated in statute, the purpose of the plan is to “ensure that students, faculty, administrators and staff at each public institution are representative of the racial and ethnic diversity of the total population of the state.”

Adopted in 1983, the Board’s Strategic Plan requires each public college and university to develop its own annual approach for expanding diversity among students based on the following goals:

- ã to enroll African American, Hispanic/Latino, Asian American and Native American students in proportions that reflect each group’s representation in the college’s service area.
- ã to retain African American, Hispanic/Latino, Asian American and Native American students in proportions equal to the rate achieved by the college’s student body as a whole.
- ã to graduate African American, Hispanic/Latino, Asian American and Native American students in proportions that reflect each group’s representation in the college’s student population.

In 1996, the Board of Governors reaffirmed these goals when it revised its original Strategic Plan following an extensive assessment of its effectiveness. As a result, each public college and university is now required to have:

- ã measurable objectives consistent with diversity goals and strategies to achieve them,
- ã an action plan for systemic implementation of strategies to attain goals and
- ã an evaluation plan to document progress toward meeting objectives and to inform decision-making about needed alterations and new directions.

A college may demonstrate progress toward the attainment of their student diversity goals by: (1) maintaining a representative level of goal attainment, (2) reaching its representative level of goal attainment, or (3) by closing by one-half the existing gap between the representative level of goal attainment and the college’s current level of goal attainment. Portions of the Minority Advancement Program (MAP) funds are distributed to reward and support public institutions for their efforts to meet their goals. In fact, the MAP component known as the Connecticut College Access and Success (ConnCAS) Program is Connecticut higher education’s only performance-funded grant program.

In fall 2002, the Commissioner of Higher Education issued a Request-For-Plans to each of the state’s public institutions of higher education. This request required the institutions to submit five-year plans known as the Strategic Plan to Promote the College Access and Success of Underrepresented Minority Students. Within these plans, the institutions established student diversity goals for the enrollment, retention and graduation for each of the four underrepresented minority groups.

Data regarding student enrollment and graduation are forwarded by the institutions to the Department of Higher Education annually. Retention data, aggregated by racial and ethnic groupings are not compiled as frequently and timely. Presented in the appendix to this report are tables summarizing (1) institutions' current levels of goal attainment and projections as to goal attainment at the end of the five-year plans. These projections are based solely upon institutional performances in Year 1 in comparison to the base year of the institutions' five-year strategic plans. While they are informative for the process of institutions revising their plans, projections that a particular goal will not be achieved at the end of the five-year period are not necessarily cause for concern at this point in time.

SUCCESS IN ACHIEVING STUDENT GOALS

Connecticut's public colleges and universities are becoming more diverse every year, and 2004 was a continuation of a long-standing trend. The numbers of students and graduates from minority groups are higher than ever, although overrepresentation of Hispanic/Latinos and African American students at community colleges and their underrepresentation at universities remain troubling.

MINORITY ENROLLMENT

Last fall, the state's public colleges and universities enrolled 93,669 undergraduate students; of whom 22,779 or 24.3 percent were members of the four underrepresented minority groups. The change in minority enrollment is an increase of 748 or 3.5 percent over fall 2002. In comparison to fall 1998, minority enrollment has grown by 37.8 percent – an average annual growth rate of 6.6 percent. From fall 1984 to fall 2003, the number of minority students enrolled in the public institutions grew from 8,824 by 13,100 or 148.5 percent - an average annual increase of more than 4.9 percent. Thus, not only was the year-to-year increase in 2003 not as large as other recent years, the increase was significantly less than the long-term growth over the course of the past nineteen years.

Nevertheless, the 2003 minority enrollment percentage exceeds the representation of these groups in the state's general population which stands at 20.7 percent based on the 2000 U.S. Census, and continues a trend begun in 1997. See Table 1 below.

Table 1 Fall 2004 Undergraduate Student Enrollment in Public Higher Education by Racial/Ethnic Group (percentages are rounded to the nearest tenth)		
<u>Minority Group</u>	<u># of Students</u>	<u>% of All Students</u>
Hispanic/Latino	8,389	9.0
African American	10,498	11.2
Asian American	3,501	3.7
Native American	391	0.4
Underrepresented Minorities	22,779	24.3
All Students	93,669	100.0

As illustrated in Table 2 below, Hispanic/Latinos comprise the only minority group whose enrollment level does not exceed its population percentage. However, Hispanic/Latinos – now the state’s largest minority group – experienced the most growth in enrollment over the past 20 years. Since fall 1984, the enrollment of Hispanic/Latino students enrolled in the state’s public institutions of higher education has grown by more than 269 percent. According to the 2000 Census, the Hispanic/Latino population in the state grew from 1990 to 2000 by 50 percent. In contrast, the state overall population grew by 4 percent through the 1990s.

As depicted in Chart 1 below, minority enrollment has risen by 6,010 students or 37.8 percent over the course of the past five years, since 1998. In contrast, non-minority enrollment grew only 9.9 percent over the same period. It is apparent that more minority students are pursuing a college education. It is also clear that college efforts to attract a more diverse student body are succeeding.

The presence of minority students within each system of the public higher education sector, however, varies greatly and does not exemplify representative distribution (Chart 2). Among the minority students attending the state’s public institutions, more than 63 percent of all minorities are enrolled in the Community Colleges (CCC), about 21 percent attend Connecticut State University (CSU) and nearly 16 percent are matriculated at the University of Connecticut (UConn). In contrast to these figures, among non-minority students attending the state’s public colleges and universities in fall 2004, 44 percent attend CCC campuses, 32 percent attend CSU and 23 percent attend UConn.

Chart 1
Minority Undergraduate Enrollment
Connecticut Public Higher Education
Fall 1999 - Fall 2004

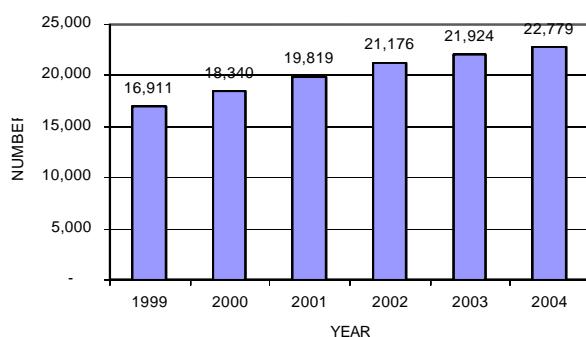
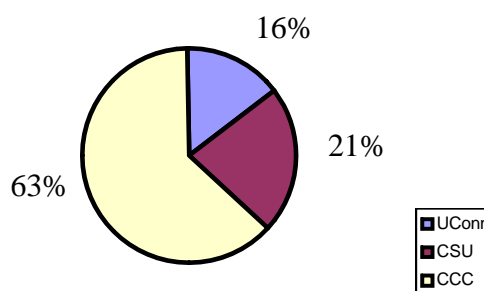


Chart 2
Minority Undergraduate 2004
Enrollment Distribution By Sector
Connecticut Public Higher Education



While there have been significant numerical changes in the total number of minority students attending the public institutions over the course of the past six years, there has been little shifting in the distribution of minority students among the three public higher education systems. From 1998 to 2004, the proportion of all minority students enrolled in public institutions enrolled at UConn has grown by 5.6 percent, declined by 15.1 percent at CSU and increased by 4.8 percent at CCC. Over the course of the past six years, the community college system experienced the largest increase in the number of enrolled minority students – an increase of 4,823 students or 50.2 percent. Numerically, the UConn system experienced an increase of 1,204 or 51.3 percent. CSU experienced an increase of 858 or 21.7 percent.

Table 2
 Minority Undergraduate 2004 Enrollment and Degrees Conferred
 Connecticut Public Higher Education

	<u>Population %¹</u>	<u>Enrollment %</u>	<u>Degree %</u>
Total Minority	20.7	24.3	18.5
By Group			
Hispanic/Latino	9.4	9.0	6.4
African American	8.7	11.2	7.9
Asian American	2.4	3.7	3.7
Native American	0.2	0.4	0.4
By System			
University of Connecticut	20.7	17.6	15.4
Hispanic/Latino	9.4	5.2	5.0
African American	8.7	5.5	4.4
Asian American	2.4	6.6	5.7
Native American	0.2	0.3	0.3
Connecticut State University	20.7	17.3	14.9
Hispanic/Latino	9.4	5.7	4.8
African American	8.7	8.6	7.1
Asian American	2.4	2.5	2.6
Native American	0.2	0.5	0.4
Community Colleges	20.7	31.5	25.8
Hispanic/Latino	9.4	12.6	10.0
African American	8.7	15.3	12.3
Asian American	2.4	3.2	3.1
Native American	0.2	0.4	0.3

¹U.S. Census Bureau 2000 Census Data

Asian American and Native American students have achieved or exceeded representative parity in their enrollment levels at each of the state's higher education systems. Hispanic/Latino and African American students have achieved representative parity only at the Community College system.

Degrees Conferred to Minority Students

The number of minority students who received associate and bachelor's degrees grew to 2,167 or 18.5 percent of all undergraduate degrees during the 2003-04 academic year. Both figures are all-time highs. Minority undergraduates receiving degrees increased by 250 or 13.0 percent from the 2002-03 academic year.

Table 3
Undergraduate Degree Recipients
in Public Higher Education by Racial/Ethnic Group
2003-04 Academic Year
(percentages are rounded to the nearest tenth)

<u>Minority Group</u>	<u># of Students</u>	<u>% of All Students</u>
Hispanic/Latino	751	6.4
African American	929	7.9
Asian American	436	3.7
Native American	51	0.4
Underrepresented Minorities	2,167	18.5
All Students	11,705	100.0

Mirroring overall enrollment patterns, the number of degrees awarded to minorities was not distributed proportionately among the state's public higher education systems. Minus the 104 degrees awarded by Charter Oak State College, the state's Community College system conferred the largest number at 888 or 43 percent of all degrees conferred to minority group members. The Connecticut State University system was next with 607 degrees, or 29 percent. Nearly 28 percent or 568 were awarded by the University of Connecticut. In comparison, five years ago the community colleges conferred 44 percent of all undergraduate degrees conferred to minorities, 31 percent by the CSU system and 25 percent by UConn.

Chart 3
Degrees Awarded to Minority Undergraduates
Connecticut Public Higher Education
1998-2003

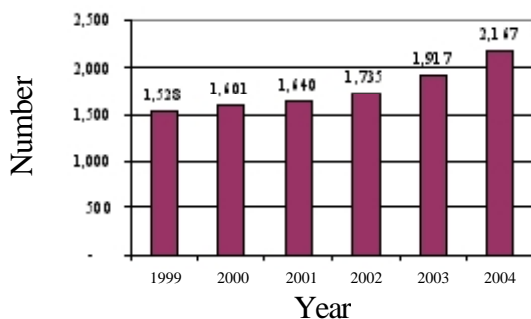
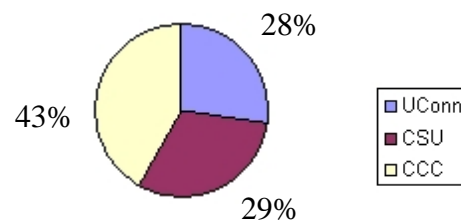


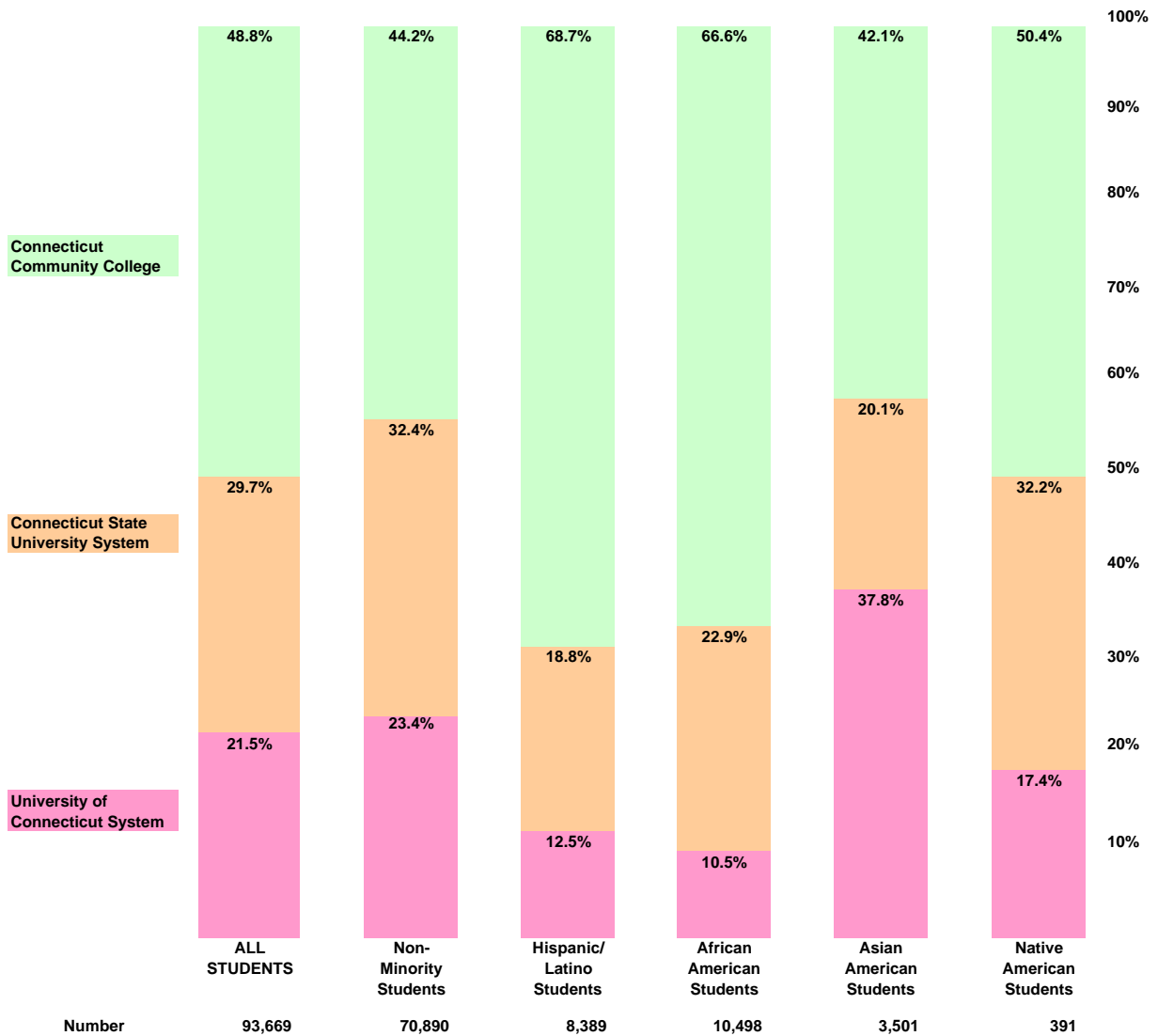
Chart 4
Graduation of Minority Students:
Distribution by Sector
Connecticut Public Higher Education
2003-04



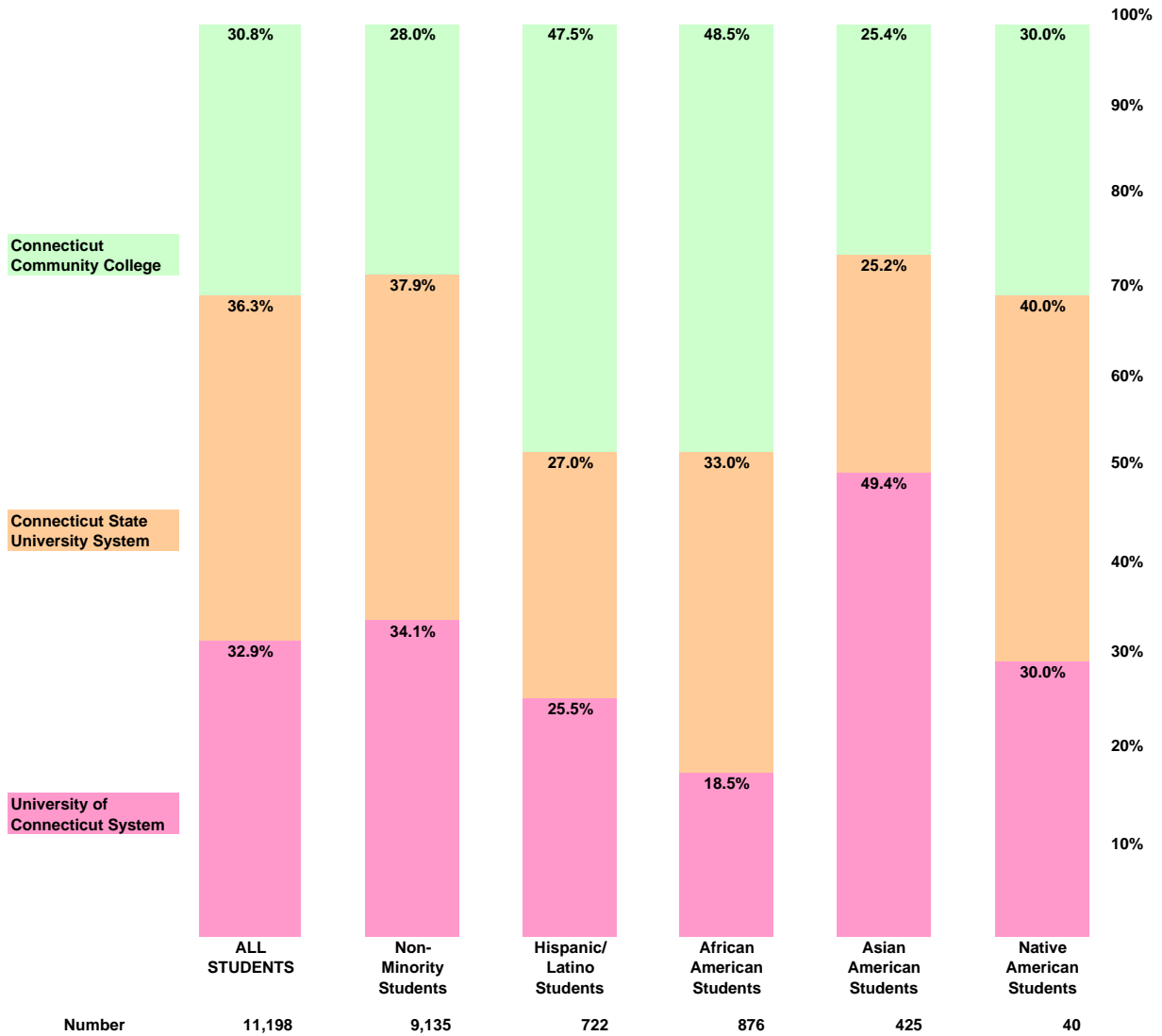
The data depicted in Graphs 2 and 4 are disaggregated by the four underrepresented minority groups in Graphs 5 and 6 below.

As depicted in Table 2, Asian American and Native American students have achieved representative parity in their graduation levels at each of the state's higher education systems. African American students continued to achieve representative parity at the Community Colleges, as did Hispanic/Latinos students for the first time.

Graph 5
THE DISTRIBUTION OF UNDERREPRESENTED UNDERGRADUATE STUDENTS
ENROLLED IN THE PUBLIC HIGHER EDUCATION SYSTEMS
(Fall 2004)



Graph 6
THE DISTRIBUTION OF UNDERREPRESENTED UNDERGRADUATE DEGREE RECIPIENTS
AWARDED BY THE PUBLIC HIGHER EDUCATION SYSTEMS
(2003-04 Academic Year)



Each of the minority groups is overrepresented among students attending the community colleges. This finding is neither surprising nor troubling given the unique mission of the community colleges and their open admission policies. It is also instructive to note that nearly two-thirds (65.2 percent in fall of 2004) of all minority students attending community college typically do so at 4 of the system's 12 institutions – Capital Community College, Gateway Community College, Housatonic Community College and Norwalk Community College – all situated within the state's urban cities with large minority populations. These institutions also awarded nearly more than two-thirds (68.2 percent) of the undergraduate degrees conferred to minority students during the 2003-04 academic year.

Gaps Between Minority Enrollment and Graduation

Although not a perfect barometer of persistence of enrollment (retention) and graduation, comparing minority enrollment and degree production patterns against state population figures illustrates areas in need of improvement. As shown in Table 2, only Asians and Native Americans exceeded their population proportion in both enrollment and degree production. This observation is true when examining the overall data as well as figures for each of the state's higher education systems. However, sharp differences continue to exist between population proportion, enrollment and degrees conferred for both Hispanic/Latino and African American students, indicating that these minority groups are underrepresented among enrolled students and further that their enrollment rates through graduation are much lower than other student groups. African Americans, while ahead on the enrollment front, are below parity in their share of degree recipients. More troubling is the performance of Hispanic/Latino students with only 5.9 percent of all degrees compared to their 9.4 percent presence in the population as a whole. This pattern is evident throughout the public systems.

These realities are graphically depicted in Graphs 5 and 6 on the preceding pages. Again, while it is not scientifically valid to compare enrollment and graduation data, doing so highlights problematic areas. If one computed ratios of the total enrollment figure to the total graduation figure for each group, the largest ratios would be for Hispanic/Latino and African American students. Ironically, for all groups, including non-minority students, the lower ratios are at the university level, meaning university students are more likely to receive a degree. This phenomenon illustrates a paradox of higher education – The more difficult it is for one to gain admission to an institution of higher education, the greater the likelihood one will graduate.

It is encouraging to witness the continuous progress the state of Connecticut has experienced in the enrollment and graduation of underrepresented minority students within public higher education. However, it is disheartening for the Board of Governors for Higher Education to annually observe the seemingly intractable underrepresentation of the state's two largest minority groups, Hispanic/Latinos and African Americans at the state's public four-year universities.

EXPANDING THE EDUCATION PIPELINE

To help public colleges and universities meet statewide goals and bolster their own campus-led activities, the Department of Higher Education conducts the Minority Advancement Plan (MAP) which consists of three initiatives.

The first initiative - the Connecticut College Access and Success (ConnCAS) Program - provides incentive grants to public institutions of higher education to support outreach, admission and retention activities and otherwise assist them in the implementations of their Strategic Plan to Promote the College Access and Success of Underrepresented Minority Students. During the 2004-05 program year, the Department awarded \$635,500 in ConnCAS Grants to 17 public colleges and universities. The size of the individual institutional grants is based upon institutional performances in the enrollment and graduation of underrepresented students. Nine of the grants were awarded to the smaller institutions for general outreach and retention activities. The larger grants were awarded to the eight institutions with large underrepresented minority population for specialized transitional and retention activities for specific students.

Students enrolled in ConnCAS-supported programs marginally met the institutions' admission criteria. Providing such students with a transitional summer program affords them opportunities to become integrated into the social and academic life of the institution. Students in such programs typically take at least one credit-bearing, introductory college level course. Combined with supportive services, including tutoring and counseling during the regular school year, these activities greatly increase the students' retention and the likelihood that they will graduate. Among the 247 who participated in ConnCAS-supported summer transitional programming during the summer of 2003, 222 or 89.9 percent successfully completed the programs' academic requirements and were eligible to enroll in the fall of 2003. Of these students, 180 or 81.1 percent continued their enrollment during the spring semester of 2004. The first year of enrollment in college is the most critical, especially for marginal students.

The second and largest state-funded component of MAP is the Connecticut Collegiate Awareness and Preparation (ConnCAP) Program. This program is designed to stimulate linkages between public and independent colleges and targeted school districts that will motivate and better prepare middle school and high school youths who are under-achievers and who come from low-income families and/or where neither parent holds a bachelor's degree. The Department awards ConnCAP Grants to eligible partnerships on a competitive basis. The 2004-05 program year is Year 3 of a five-year funding cycle for ConnCAP programs. For Year 3, the Department awarded ConnCAP programs nearly \$1.8 million to provide various services to participating students.

ConnCAP programs typically provide students with a six-week summer program of intensive instruction in English, mathematics, natural sciences, social sciences and foreign languages. Supplemental activities may include study and life skills and cultural activities. During the school year, ConnCAP helps students through tutoring, counseling and career exploration. High school seniors and parents receive special help with college and financial aid applications.

Chart 4
Connecticut Collegiate Awareness and Preparation Program (ConnCAP) Programs
July 1, 2003 – June 30, 2004

General Programming: Grantee implements Summer Program and Academic Year Program as prescribed in ConnCAP Program Guidelines. Curriculum and activities are generalized, stressing preparation for college.

- | | |
|---|---|
| 1. Capital Community College | 5. Naugatuck Valley Community College |
| 2. Central Connecticut State University | 6. University of Connecticut |
| 3. Eastern Connecticut State University
(New London and Norwich) | 7. Wesleyan University |
| 4. Eastern Connecticut State University (Windham) | 8. Western Connecticut State University |

Special Emphasis Programming: Grantee places a special emphasis upon a curriculum area(s) or preparation for a specific career area(s). Grantee does not implement both Summer Program and Academic Year Program as prescribed in ConnCAP Program Guidelines or does not do so for all participants.

1. CPEP, Inc. – engineering, mathematics and science
2. University of Connecticut Health Center – pre-medical, pre-dental, allied health

General/Special Emphasis Programming: Grantee places a special emphasis upon a curriculum area(s) or preparation for a specific career area(s). Grantee implements Summer Program and Academic Year Program as prescribed in ConnCAP Program Guidelines.

1. Southern Connecticut State University – teacher preparation
2. University of Bridgeport – engineering, mathematics and science

ConnCAP Service Areas & Student Served

<u>Institution</u>	<u>Service Area</u>	<u># of Students</u>
Capital Community College	Bloomfield, East Hartford	
.....	Windsor	80
Central Connecticut State University	New Britain	144
CPEP, Inc.	12 Urban Areas	373
Eastern Connecticut State University	New London and Norwich	60
Eastern Connecticut State University	Windham	45
Naugatuck Valley Community College	Waterbury	127
Southern Connecticut State University	New Haven	113
University of Bridgeport	Bridgeport	80
University of Connecticut	Hartford	51
University of Connecticut Health Center	Statewide	75
Wesleyan University	Middletown, Meriden, Portland	120
Western Connecticut State University	Danbury	96
Total		1,364

Augmenting these pipeline-building efforts is a six-year \$13 million grant from the U.S. Department of Education to support the Connecticut State GEAR UP Project – the third component of MAP. Launched in 1999, GEAR UP prepares low-income, educationally disadvantaged students for college, beginning when the students are in the 7th grade and continuing through high school graduation. The first GEAR UP cohort of students will graduate from high school at the end of the current school year.

GEAR UP provides informational publications, developmental and enrichment services to some 12,000 middle school through high school students in Bridgeport, Hartford and New Haven. Equally important, GEAR UP serves as a catalyst to promote systemic school change. Its focus on mathematics as a barrier to student success in obtaining a college education has prompted districts to make adjustments in their professional development activities, course offerings and counseling services.

In addition, GEAR UP awarded more than \$1 million in scholarships during the 2004-05 academic year to 195 low-income youths. The GEAR UP Connecticut College Scholarships component is intended to wholly or partially fill the gap between financial aid packages and colleges costs. In some instances, the GEAR UP Connecticut College Scholarship displaces student loans. To date, 431 students have received these scholarships totaling more than \$4,450,000. The average scholarship award for 2003-04 was \$3,630.

Of the GEAR UP Scholarship recipients for 2004-05, 122 were ConnCAP or ConnCAS participants and 70 participated in the federal government's pre-college programs. Forty-seven attend the University of Connecticut, 38 are at Connecticut State University institutions, 6 are enrolled at community colleges and 38 attend the state's independent colleges and universities.

ACHIEVING PARITY AMONG PROFESSIONAL STAFF

In a manner similar to its student diversity goals, the Board of Governors' Strategic Plan seeks to ensure that officials/administrators, faculty members, and professional staff members are representative of the racial and ethnic composition of the state's population as a whole.

The Board of Governors requires that each public college and university develop plans to employ Hispanic/Latinos, African Americans, Asian Americans and Native Americans among the institutions' full-time professional occupational categories (officials/administrators, faculty and professional staff) in proportions reflective of each group's representation in the institution's availability pool. Each institution must have:

- ā measurable objectives consistent with staff diversity goals,
- ā an action plan for implementing appropriate strategies, and
- ā an evaluation plan to document progress and to inform decision-making.

Each institutional plan includes 12 measurable goals (four racial/ethnic groups times three occupational categories) and strategies to achieve them. Goals may be achieved by:

- ā maintaining current levels of goal attainment if parity has been achieved,
- ā achieving the prescribed level of goal attainment, or
- ā closing by one-half the existing gap between the desired level of goal attainment and the institution's current level of goal attainment.

The annual affirmative action plans of the state's public institutions of higher education will be utilized to extract the goal statements for their institutional staff diversity plans. New statistical data will be employed to develop annual affirmative action plans in 2005-06. These plans will serve as the basis for five-year, staff diversity plans to be developed and submitted to the Office of Educational Opportunity.

SUCCESS IN ACHIEVING STAFF GOALS

Among the three professional workforce categories (officials/administrators, faculty and professional staff), there were 1,289 minority group members at the end of 2004, a slight decline of 14 from the previous year. Their share of the professional workforce is 16.2 percent, down slightly from 16.6 percent for the year before.

Table 5
 Minority Full-Time Professionals
 in Connecticut Public Higher Education: 2004

	<u>Administrators/ Officials</u>	<u>Faculty</u>	<u>Professionals</u>	<u>Total</u>	<u>% State Population</u>
Hispanic/Latino					
Number	11	113	148	272	
Percent	2.0	3.3	3.7	3.4	9.4
African American					
Number	53	171	323	547	
Percent	9.8	4.9	8.1	6.9	8.7
Asian American					
Number	8	276	169	453	
Percent	1.5	8.0	4.2	5.7	2.4
Native American					
Number	0	10	7	17	
Percent	0.0	0.3	0.2	0.2	0.2
Total					
Number	72	570	647	1,289	
Percent	13.3	16.5	16.2	16.2	20.7

Source: "2004 Staff Diversity in Full-Time Employment" reports to DHE-OEO by institutional affirmative action officers

The minority composition of the professional workforce is below their representation of 20.7 percent in the state's general population. On the whole, the percentage of Hispanic/Latino across the three professional categories at 3.4 percent is much lower than their 9.4 percent representation in the state's population. African Americans comprise 8.7 percent of the state's population and 6.9 percent of professionals. The percentage of Asian Americans among the professional workforce at 5.7 percent is more than double their representation in the state's general population which is 2.4 percent. The percentage of Native Americans among the professional workforce is 0.2 percent, the same as their population proportion.

Within the three professional categories, wide differences exist across minority groups, ranging from a low of 0.0 percent for Native Americans among administrators/officials to a high of 9.8 percent for African Americans among that occupational category. However, population proportions are not the most appropriate standards to assess the diversity of the professional workforce. A more suitable measure of staff diversity is the availability pool – a complex amalgamation of data that defines the degree to which individuals from various racial/ethnic/ gender groupings are available to be employed in specific occupational categories. After the five-year institutional staff diversity plans are developed, a more appropriate measurement of institutional performances will be presented in subsequent edition of this annual report.

Despite the shortcomings of population proportions as a measure of racial/ethnic parity; it is instructive to note that the percentage of minorities employed as professionals at 4 of the state's 18 public colleges and universities at the end of 2004 exceeded their proportion in the general population. Those institutions were: Capital Community College, Eastern Connecticut State University, Gateway Community College and Housatonic Community College. Disaggregated by institution and minority group, this analysis reveals that Hispanic/Latinos collectively achieved or exceeded parity in professional employment at none of the state institutions, African Americans at 7 institutions, Asian Americans at 15 institutions and Native Americans at 8 institutions. Further disaggregation of this data by professional occupational category is depicted below in Table 6.

Table 6 Number of Public Colleges and Universities Achieving or Exceeding Parity in the Employment of Minorities Among Professional Workforce				
<u>Minority Group</u>	<u>Officials/ Administrators</u>	<u>Faculty</u>	<u>Professional Staff</u>	<u>Each Professional Category</u>
Hispanic/Latino	2	0	3	0
African American	13	3	11	2
Asian American	3	12	13	3
Native American	0	6	3	0

The tables on the following pages present minority professional employment by institution for 2004 for each of the three professional workforce categories and for the professional workforce as a whole.

Table 7A
2003 Minority Employment
Connecticut Public Higher Education
Officials/Administrators

<u>Institution</u>	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
University of Connecticut	1	0.4	15	5.7	3	1.1	0	0.0	19	7.3
UConn, Storrs	1	0.9	11	9.5	2	1.7	0	0.0	14	12.1
UConn Health Center	0	0.0	4	2.8	1	0.7	0	0.0	5	3.4
Connecticut State University	5	3.8	18	13.7	3	2.3	0	0.0	26	19.8
Central	0	0.0	5	16.7	0	0.0	0	0.0	5	16.7
Eastern	3	8.3	4	11.1	1	2.8	0	0.0	8	22.2
Southern	0	0.0	4	11.1	2	5.6	0	0.0	6	16.7
Western	2	6.9	5	17.2	0	0.0	0	0.0	7	24.1
Community Colleges	5	3.4	20	13.5	2	1.4	0	0.0	27	18.4
Asnuntuck	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Capital	0	0.0	2	20.0	0	0.0	0	0.0	2	20.0
Gateway	1	7.1	2	14.3	0	0.0	0	0.0	3	21.4
Housatonic	0	0.0	3	33.3	0	0.0	0	0.0	3	33.3
Manchester	1	6.7	2	13.3	0	0.0	0	0.0	3	20.0
Middlesex	2	10.0	1	5.0	2	10.0	0	0.0	5	25.0
Naugatuck Valley	0	0.0	2	11.1	0	0.0	0	0.0	2	11.1
Northwestern CT	0	0.0	2	16.7	0	0.0	0	0.0	2	16.7
Norwalk	0	0.0	1	7.7	0	0.0	0	0.0	1	7.7
Quinebaug Valley	1	10.0	0	0.0	0	0.0	0	0.0	1	10.0
Three Rivers	0	0.0	3	37.5	0	0.0	0	0.0	3	37.5
Tunxis	0	0.0	2	18.2	0	0.0	0	0.0	2	18.2
Total	11	2.0	53	9.8	8	1.5	0	0.0	72	13.3

Table 7B
2003 Minority Employment
Connecticut Public Higher Education
Faculty Members

<u>Institution</u>	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
University of Connecticut	50	3.2	44	2.8	168	10.9	4	0.3	266	17.1
UConn, Storrs	42	3.9	33	3.1	103	9.7	2	0.2	180	16.9
UConn Health Center	8	1.6	11	2.2	65	13.2	2	0.4	86	17.5
Connecticut State University	45	3.9	77	6.6	84	7.2	3	0.3	209	18.0
Central	18	4.8	29	7.7	28	7.4	0	0.0	75	19.9
Eastern	12	6.9	13	7.4	14	8.0	2	1.1	41	23.4
Southern	9	2.2	27	6.5	25	6.0	1	0.2	62	14.9
Western	6	3.1	8	4.1	17	8.7	0	0.0	31	15.9
Community Colleges	18	2.4	50	6.8	24	3.3	3	0.4	95	12.9
Asnuntuck	0	0.0	1	4.5	0	0.0	0	0.0	1	4.5
Capital	2	4.3	5	10.6	1	2.1	0	0.0	8	17.0
Gateway	4	4.7	7	8.1	6	7.0	0	0.0	17	19.8
Housatonic	4	5.9	4	5.9	1	1.5	2	2.9	11	16.2
Manchester	1	1.1	9	9.5	5	5.3	0	0.0	15	15.8
Middlesex	1	2.4	3	7.3	2	4.9	0	0.0	6	14.6
Naugatuck Valley	2	2.1	5	5.2	4	4.2	0	0.0	11	11.5
Northwestern CT	0	0.0	3	10.3	0	0.0	0	0.0	3	10.3
Norwalk	2	2.1	8	8.5	1	1.1	0	0.0	11	11.7
Quinebaug Valley	0	0.0	1	4.5	1	4.5	0	0.0	2	9.1
Three Rivers	1	1.3	3	3.9	1	1.3	1	1.3	6	7.8
Tunxis	1	1.7	1	1.7	2	3.4	0	0.0	4	6.8
Total	113	3.3	171	4.9	276	8.0	10	0.3	570	16.5

Table 7C
2003 Minority Employment
Connecticut Public Higher Education
Professional Staff Members

<u>Institution</u>	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
University of Connecticut	89	3.1	196	6.8	119	4.1	5	0.2	409	14.2
UConn, Storrs	46	2.9	107	6.7	63	3.9	5	0.3	221	13.8
UConn Health Center	43	3.4	89	7.0	56	4.4	0	0.0	188	14.7
Connecticut State University	30	5.1	65	11.1	31	5.3	0	0.0	126	21.5
Central	11	6.3	16	9.1	4	2.3	0	0.0	31	17.7
Eastern	5	4.2	17	14.4	6	5.1	0	0.0	28	23.7
Southern	9	4.7	24	12.4	9	4.7	0	0.0	42	21.8
Western	5	5.0	8	8.0	12	12.0	0	0.0	25	25.0
Community Colleges	29	5.6	62	11.9	19	3.7	2	0.4	112	21.6
Asnuntuck	1	3.7	3	11.1	2	7.4	0	0.0	6	22.2
Capital	4	9.8	8	19.5	2	4.9	0	0.0	14	34.1
Gateway	2	4.3	9	19.6	1	2.2	1	2.2	13	28.3
Housatonic	1	2.9	6	17.6	2	5.9	0	0.0	9	26.5
Manchester	9	13.8	7	10.8	2	3.1	0	0.0	18	27.7
Middlesex	2	5.3	4	10.5	2	5.3	0	0.0	8	21.1
Naugatuck Valley	2	4.7	1	2.3	1	2.3	0	0.0	4	9.3
Northwestern CT	0	0.0	2	6.3	1	3.1	0	0.0	3	9.4
Norwalk	3	4.5	12	18.2	3	4.5	1	1.5	19	28.8
Quinebaug Valley	3	9.7	1	3.2	1	3.2	0	0.0	5	16.1
Three Rivers	2	4.1	4	8.2	1	2.0	0	0.0	7	14.3
Tunxis	0	0.0	5	10.6	1	2.1	0	0.0	6	12.8
Total	148	3.7	323	8.1	169	4.2	7	0.2	647	16.2

Table 7D
2003 Minority Employment
Connecticut Public Higher Education
ALL PROFESSIONALS

<u>Institution</u>	Hispanic/ Latino		African American		Asian American		Native American		ALL MINORITIES	
	#	%	#	%	#	%	#	%	#	%
University of Connecticut	140	3.0	255	5.4	290	6.2	9	0.2	694	14.8
UConn, Storrs	89	3.2	151	5.4	168	6.0	7	0.3	415	14.9
UConn Health Center	51	2.7	104	5.4	122	6.4	2	0.1	279	14.6
Connecticut State University	80	4.3	160	8.5	118	6.3	3	0.2	361	19.2
Central	29	5.0	50	8.6	32	5.5	0	0.0	111	19.1
Eastern	20	6.1	34	10.3	21	6.4	2	0.2	77	23.4
Southern	18	2.8	55	8.5	36	5.6	1	0.0	110	17.1
Western	13	4.0	21	6.5	29	9.0	0	0.2	63	19.4
Community Colleges	52	3.7	132	9.4	45	3.2	5	0.4	234	16.7
Asnuntuck	1	1.8	4	7.0	2	3.5	0	0.0	7	12.3
Capital	6	6.1	15	15.3	3	3.1	0	0.0	24	24.5
Gateway	7	4.8	18	12.3	7	4.8	1	0.7	33	22.6
Housatonic	5	4.5	13	11.7	3	2.7	2	1.8	23	20.7
Manchester	11	6.3	18	10.3	7	4.0	0	0.0	36	20.6
Middlesex	5	5.1	8	8.1	6	6.1	0	0.0	19	19.2
Naugatuck Valley	4	2.5	8	5.1	5	3.2	0	0.0	17	10.8
Northwestern CT	0	0.0	7	9.6	1	1.4	0	0.0	8	11.0
Norwalk	5	2.9	21	12.1	4	2.3	1	0.6	31	17.9
Quinebaug Valley	4	6.3	2	3.2	2	3.2	0	0.0	8	12.7
Three Rivers	3	2.2	10	7.5	2	1.5	1	0.7	16	11.9
Tunxis	1	0.9	8	6.8	3	2.6	0	0.0	12	10.3
Total	272	3.4	547	6.9	453	5.7	17	0.2	1,289	16.2

Appendix Table A.1
 Institutional Student Diversity Goals
 Strategic Plan's Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Enrollment of Hispanic/Latino Students
 (Headcount - Enrollment levels by percentages)

INSTITUTION	DESIRED GOAL LEVEL	STUDENT ENROLLMENT		Projection to end of Plan period
		Baseline Fall 2002	Plan Year 2 of 5 Fall 2004	
Asnuntuck Community College	3.4	3.9	3.9	Continue goal attainment
Capital Community College	27.9	23.7	24.8	Will not achieve goal
Gateway Community College	9.5	12.2	13.0	Continue goal attainment
Housatonic Community College	12.7	20.3	21.5	Continue goal attainment
Manchester Community College	5.7	8.8	9.3	Continue goal attainment
Middlesex Community College	7.1	6.9	8.1	Will achieve goal
Naugatuck Valley Community College	9.5	8.9	10.1	Will achieve goal
Northwestern CT Community College	2.1	3.2	3.4	Continue goal attainment
Norwalk Community College	10.1	16.1	17.9	Continue goal attainment
Quinebaug Valley Community College	8.0	6.9	8.3	Will achieve goal
Three Rivers Community College	5.0	4.9	6.1	Will achieve goal
Tunxis Community College	8.4	7.8	9.0	Will achieve goal
Charter Oak State College	9.4	4.7	4.3	Will not achieve goal
Central Connecticut State University	9.4	5.2	5.7	Will not achieve goal
Eastern Connecticut State University	9.4	3.5	4.1	Will not achieve goal
Southern Connecticut State University	9.4	5.9	6.4	Will not achieve goal
Western Connecticut State University	9.4	5.3	5.9	Will not achieve goal
University of Connecticut	9.4	5.1	5.2	Will not achieve goal

Institutional

Strategic Plan's

Goal Statement

Color Codes:

Maintain/exceed current performance level which equals/exceeds representative level of enrollment

Achieve the representative level of enrollment by the end of the plan period

Close by 1/2 the existing gap between current performance level and representative level of enrollment

Color Codes

for Year 1 Performance Level

and Progress/Projection

Problematic for Goal Attainment

Satisfactorily toward Goal Attainment

Insignificant or No Change

Continuous Performance at or above Goal

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service area.

Appendix Table A.2
 Institutional Student Diversity Goals
 Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Enrollment of African American Students
 (enrollment levels by percentages)

INSTITUTION	DESIRED GOAL LEVEL	Student Enrollment		Projection to end of Plan period
		Baseline Fall 2002	Plan Year 2 of 5 Fall 2004	
Asnuntuck Community College	4.3	9.6	8.0	Continue goal attainment
Capital Community College	22.8	35.8	38.0	Continue goal attainment
Gateway Community College	16.1	23.4	24.0	Continue goal attainment
Housatonic Community College	11.4	27.5	27.6	Continue goal attainment
Manchester Community College	6.4	12.2	12.1	Continue goal attainment
Middlesex Community College	4.0	7.0	7.7	Continue goal attainment
Naugatuck Valley Community College	5.6	7.4	7.3	Continue goal attainment
Northwestern CT Community College	1.0	2.1	1.8	Continue goal attainment
Norwalk Community College	8.2	17.7	18.1	Continue goal attainment
Quinebaug Valley Community College	2.0	1.3	2.8	Will achieve goal
Three Rivers Community College	4.8	7.0	7.4	Continue goal attainment
Tunxis Community College	3.4	5.5	5.8	Continue goal attainment
Charter Oak State College	8.7	9.5	8.9	Continue goal attainment
Central Connecticut State University	8.7	6.9	7.9	Will achieve goal
Eastern Connecticut State University	8.7	7.0	7.0	Will not achieve goal
Southern Connecticut State University	8.7	12.2	12.4	Continue goal attainment
Western Connecticut State University	8.7	6.0	5.6	Will not achieve goal
University of Connecticut	8.7	5.0	5.5	Will not achieve goal
Institutional				
Strategic Plan's		Maintain/exceed current performance level which equals/exceeds representative level of enrollment		
Goal Statement				
Color Codes:		Achieve the representative level of enrollment by the end of the plan period		
		Close by 1/2 the existing gap between current performance level and representative level of enrollment		
Color Codes				
for Year 1 Performance Level		Problematic for Goal Attainment	Satisfactorily toward Goal Attainment	
and Progress/Projection		Insignificant or No Change	Continuous Performance at or above Goal	

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service area.

Appendix Table A.3
 Institutional Student Diversity Goals
 Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Enrollment of Asian American Students
 (enrollment levels by percentages)

INSTITUTION	DESIRED GOAL LEVEL	Student Enrollment		Projection to end of Plan period
		Baseline Fall 2002	Plan Year 2 of 5 Fall 2004	
Asnuntuck Community College	1.3	1.9	2.1	Continue goal attainment
Capital Community College	2.5	3.9	3.7	Continue goal attainment
Gateway Community College	3.1	2.9	3.5	Will achieve goal
Housatonic Community College	2.3	3.0	2.4	Continue goal attainment
Manchester Community College	3.2	4.0	3.7	Continue goal attainment
Middlesex Community College	1.7	2.3	3.0	Continue goal attainment
Naugatuck Valley Community College	2.3	2.1	2.5	Will achieve goal
Northwestern CT Community College	1.0	1.6	2.0	Continue goal attainment
Norwalk Community College	3.8	4.7	5.1	Continue goal attainment
Quinebaug Valley Community College	1.1	1.5	1.2	Continue goal attainment
Three Rivers Community College	1.9	2.4	3.5	Continue goal attainment
Tunxis Community College	1.8	2.8	2.6	Continue goal attainment
Charter Oak State College	2.4	2.0	1.9	Will achieve goal
Central Connecticut State University	2.4	3.0	2.7	Continue goal attainment
Eastern Connecticut State University	2.4	1.4	1.4	Will not achieve goal
Southern Connecticut State University	2.4	2.5	2.3	Will achieve goal
Western Connecticut State University	2.4	3.3	3.5	Continue goal attainment
University of Connecticut	2.4	6.3	6.6	Continue goal attainment
Institutional				
Strategic Plan's		Maintain/exceed current performance level which equals/exceeds representative level of enrollment		
Goal Statement				
Color Codes:		Achieve the representative level of enrollment by the end of the plan period		
		Close by 1/2 the existing gap between current performance level and representative level of enrollment		
Color Codes		Problematic for Goal Attainment	Satisfactorily toward Goal Attainment	
for Year 1 Performance Level				
and Progress/Projection		Insignificant or No Change	Continuous Performance at or above Goal	

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service area.

Appendix Table A.4
 Institutional Student Diversity Goals
 Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Enrollment of Native American Students
 (enrollment levels by percentages)

INSTITUTION	DESIRED GOAL LEVEL	Student Enrollment		Projection to end of Plan period
		Baseline Fall 2002	Plan Year 2 of 5 Fall 2004	
Asnuntuck Community College	0.2	0.3	0.3	Continue goal attainment
Capital Community College	0.2	0.2	0.3	Continue goal attainment
Gateway Community College	0.2	0.4	0.4	Continue goal attainment
Housatonic Community College	0.2	0.1	0.3	Will achieve goal
Manchester Community College	0.2	0.4	0.4	Continue goal attainment
Middlesex Community College	0.2	0.4	0.1	Continue goal attainment
Naugatuck Valley Community College	0.2	0.4	0.3	Continue goal attainment
Northwestern CT Community College	0.2	0.1	0.2	Will achieve goal
Norwalk Community College	0.1	0.1	0.2	Continue goal attainment
Quinebaug Valley Community College	0.4	0.7	0.9	Continue goal attainment
Three Rivers Community College	0.9	1.9	1.6	Continue goal attainment
Tunxis Community College	0.1	0.5	0.5	Continue goal attainment
Charter Oak State College	0.2	2.8	1.1	Continue goal attainment
Central Connecticut State University	0.2	0.4	0.5	Continue goal attainment
Eastern Connecticut State University	0.2	0.9	0.8	Continue goal attainment
Southern Connecticut State University	0.2	0.2	0.3	Continue goal attainment
Western Connecticut State University	0.2	0.3	0.3	Continue goal attainment
University of Connecticut	0.2	0.3	0.3	Continue goal attainment

Institutional

Strategic Plan's
Goal Statement

Color Codes:

Maintain/exceed current performance level which equals/exceeds representative level of enrollment

Achieve the representative level of enrollment by the end of the plan period

Close by 1/2 the existing gap between current performance level and representative level of enrollment

Color Codes

for Year 1 Performance Level
and Progress/Projection

Problematic for Goal Attainment

Satisfactorily toward Goal Attainment

Insignificant or No Change

Continuous Performance at or above Goal

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service area.

Appendix Table B.1
 Institutional Student Diversity Goals
 Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Degree Recipients: Hispanic/Latino Students
 (performance levels by percentage of total)

INSTITUTION	DESIRED GOAL LEVEL	Student Graduation		Projection to end of Plan period
		Baseline 01-02	Plan Year 2 of 5 03-04	
Asnuntuck Community College	3.4	0.0	2.5	Will achieve goal
Capital Community College	27.9	12.1	19.1	Will achieve goal
Gateway Community College	9.5	11.6	13.7	Continue goal attainment
Housatonic Community College	12.7	18.3	19.7	Continue goal attainment
Manchester Community College	5.7	6.2	6.8	Continue goal attainment
Middlesex Community College	7.1	3.2	5.8	Will achieve goal
Naugatuck Valley Community College	9.5	5.8	8.5	Will achieve goal
Northwestern CT Community College	2.1	0.0	0.9	Will achieve goal
Norwalk Community College	10.1	13.0	14.2	Continue goal attainment
Quinebaug Valley Community College	8.0	0.0	4.1	Will achieve goal
Three Rivers Community College	5.0	0.4	3.8	Will achieve goal
Tunxis Community College	8.4	4.3	6.1	Will achieve goal
Charter Oak State College	9.4	4.2	5.7	Will achieve goal
Central Connecticut State University	9.4	5.0	4.5	Will not achieve goal
Eastern Connecticut State University	9.4	5.0	3.4	Will not achieve goal
Southern Connecticut State University	9.4	4.5	6.2	Will achieve goal
Western Connecticut State University	9.4	6.6	4.5	Will not achieve goal
University of Connecticut	9.4	5.1	5.0	Will not achieve goal
Institutional Strategic Plan's Goal Statement				
Color Codes:		Maintain/exceed current performance level which equals/exceeds representative level of enrollment		
		Achieve the representative level of enrollment by the end of the plan period		
		Close by 1/2 the existing gap between current performance level and representative level of enrollment		
Color Codes for Year 1 Performance Level and Progress/Projection		Problematic for Goal Attainment	Satisfactorily toward Goal Attainment	
		Insignificant or No Change	Continuous Performance at or above Goal	

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service area.

Appendix Table B.2
 Institutional Student Diversity Goals
 Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Degree Recipients: African American Students
 (performance levels by percentage of total)

INSTITUTION	DESIRED GOAL LEVEL	Student Graduation		Projection to end of Plan period
		Baseline 01-02	Plan Year 2 of 5 03-04	
Asnuntuck Community College	4.3	2.6	2.5	Will not achieve goal
Capital Community College	22.8	34.9	36.4	Continue goal attainment
Gateway Community College	16.1	18.8	18.1	Continue goal attainment
Housatonic Community College	11.4	24.6	26.9	Continue goal attainment
Manchester Community College	6.4	9.0	9.9	Continue goal attainment
Middlesex Community College	4.0	2.8	2.6	Will not achieve goal
Naugatuck Valley Community College	5.6	6.0	4.4	Will not achieve goal
Northwestern CT Community College	1.0	0.8	3.8	Will achieve goal
Norwalk Community College	8.2	14.2	17.2	Continue goal attainment
Quinebaug Valley Community College	2.0	0.9	1.6	Will achieve goal
Three Rivers Community College	4.8	5.7	4.6	Will not achieve goal
Tunxis Community College	3.4	3.0	4.0	Will achieve goal
Charter Oak State College	8.7	6.9	10.4	Will achieve goal
Central Connecticut State University	8.7	5.8	6.1	Will achieve goal
Eastern Connecticut State University	8.7	5.5	6.3	Will achieve goal
Southern Connecticut State University	8.7	7.7	9.7	Will achieve goal
Western Connecticut State University	8.7	6.0	5.3	Will not achieve goal
University of Connecticut	8.7	4.4	4.4	Will not achieve goal
Institutional Strategic Plan's Goal Statement				
Color Codes:		Maintain/exceed current performance level which equals/exceeds representative level of enrollment		
		Achieve the representative level of enrollment by the end of the plan period		
		Close by 1/2 the existing gap between current performance level and representative level of enrollment		
Color Codes for Year 1 Performance Level and Progress/Projection		Problematic for Goal Attainment	Satisfactorily toward Goal Attainment	
		Insignificant or No Change	Continuous Performance at or above Goal	

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service area.

Appendix Table B.3
 Institutional Student Diversity Goals
 Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Degree Recipients: Asian American Students
 (performance levels by percentage of total)

INSTITUTION	DESIRED GOAL LEVEL	Student Graduation		Projection to end of Plan period
		Baseline 01-02	Plan Year 2 of 5 03-04	
Asnuntuck Community College	1.3	1.3	3.2	Continue goal attainment
Capital Community College	2.5	3.7	3.6	Continue goal attainment
Gateway Community College	3.1	3.2	3.3	Continue goal attainment
Housatonic Community College	2.3	2.5	3.7	Continue goal attainment
Manchester Community College	3.2	4.8	3.4	Continue goal attainment
Middlesex Community College	1.7	3.7	4.7	Continue goal attainment
Naugatuck Valley Community College	2.3	1.4	1.2	Will not achieve goal
Northwestern CT Community College	1.0	0.8	0.0	Will not achieve goal
Norwalk Community College	3.8	4.0	4.7	Continue goal attainment
Quinebaug Valley Community College	1.1	2.6	0.8	Will achieve goal
Three Rivers Community College	1.9	0.2	2.9	Will achieve goal
Tunxis Community College	1.8	1.3	3.6	Will achieve goal
Charter Oak State College	2.4	2.7	2.2	Continue goal attainment
Central Connecticut State University	2.4	2.7	3.9	Continue goal attainment
Eastern Connecticut State University	2.4	2.4	1.4	Will not achieve goal
Southern Connecticut State University	2.4	1.3	1.9	Will achieve goal
Western Connecticut State University	2.4	2.3	2.7	Will achieve goal
University of Connecticut	2.4	5.3	5.7	Continue goal attainment
Institutional Strategic Plan's Goal Statement				
		Maintain/exceed current performance level which equals/exceeds representative level of enrollment		
Color Codes:		Achieve the representative level of enrollment by the end of the plan period		
		Close by 1/2 the existing gap between current performance level and representative level of enrollment		
Color Codes for Year 1 Performance Level and Progress/Projection		Problematic for Goal Attainment	Satisfactorily toward Goal Attainment	
		Insignificant or No Change	Continuous Performance at or above Goal	

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service area.

Appendix Table B.4
 Institutional Student Diversity Goals
 Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
 Undergraduate Degree Recipients: Native American Students
 (performance levels by percentage of total)

INSTITUTION	DESIRED GOAL LEVEL	Student Graduation		Projection to end of Plan period
		Baseline 01-02	Plan Year 2 of 5 03-04	
Asnuntuck Community College	0.2	0.0	0.0	Will achieve goal
Capital Community College	0.2	0.0	0.4	Will achieve goal
Gateway Community College	0.2	0.0	0.3	Will achieve goal
Housatonic Community College	0.2	0.4	0.3	Continue goal attainment
Manchester Community College	0.2	0.5	0.5	Continue goal attainment
Middlesex Community College	0.2	0.5	0.0	Will achieve goal
Naugatuck Valley Community College	0.2	0.2	0.2	Continue goal attainment
Northwestern CT Community College	0.2	0.0	0.0	Will achieve goal
Norwalk Community College	0.1	0.0	0.2	Will achieve goal
Quinebaug Valley Community College	0.4	0.0	0.0	Will achieve goal
Three Rivers Community College	0.9	0.6	1.4	Will achieve goal
Tunxis Community College	0.1	1.3	0.0	Will achieve goal
Charter Oak State College	0.2	0.8	2.1	Continue goal attainment
Central Connecticut State University	0.2	0.3	0.4	Continue goal attainment
Eastern Connecticut State University	0.2	1.7	0.8	Continue goal attainment
Southern Connecticut State University	0.2	0.0	0.2	Will achieve goal
Western Connecticut State University	0.2	0.3	0.3	Continue goal attainment
University of Connecticut	0.2	0.3	0.3	Continue goal attainment

Institutional

Strategic Plan's
Goal Statement

Color Codes:

Maintain/exceed current performance level which equals/exceeds representative level of enrollment

Achieve the representative level of enrollment by the end of the plan period

Close by 1/2 the existing gap between current performance level and representative level of enrollment

Color Codes

for Year 1 Performance Level
and Progress/Projection

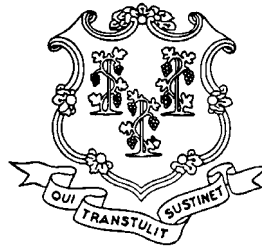
Problematic for Goal Attainment

Satisfactorily toward Goal Attainment

Insignificant or No Change

Continuous Performance at or above Goal

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service area.



STATE OF CONNECTICUT